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A GUIDANCE PROGRAM FOR GRADES SEVEN AND EIGHT  
ITS OPERATION AND EVALUATION

Submitted by

Ralph Fleming Smith  
(B.S. Fitchburg T.C. 1940)

In partial fulfillment of requirements for  
the degree of Master of Education

1945

Worcester Warren, Associate Professor Education  
J. Wendell Yeo, Associate Professor Education

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## PART ONE

### THE PROGRAM



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## FOREWORD

Guidance in occupational, economic, and social problems is an essential part of general education. Contrary to popular opinion, guidance is not something which a director does to a pupil. It is a process by which the director builds up in pupils a desire and the ability to do something for themselves. It is concerned with helping pupils to make wise educational and occupational plans, and to develop wholesome personalities.

I am convinced that a guidance program which includes some personal and social guidance in grade seven, and educational and vocational guidance in grade eight is needed at the Roger Wolcott School at Windsor. It is with this conviction in mind that I am attempting to organize and set up such a program.

Ralph F. Smith, Prin.

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INTRODUCTION

Because of mass functioning, group guidance can never take the place of individual counseling, but this does not minimize the need for it. It serves well specialized purposes of its own.

In brief some of these are:

1. Group guidance often paves the way to individual counseling. Students may receive great stimulation from group discussions. As the problems raised and the points of view presented cannot be satisfactorily concluded in group discussions, they impel the student to seek private interview.

2. A vast amount of necessary information concerning all the areas of experience can be studied and discussed by the pupils in a group, often more effectively than otherwise.

3. A wealth of very significant data necessary for the preliminary preparation to individual counseling can often be best secured through group guidance. Tests, questionnaires, and inventories can be administered very effectively in small groups. A mass of information essential for individual counseling can best be collected in the group guidance period.

4. Probably one of the most vital by-products of group guidance is the social experiencing inherent in a joint or cooperative enterprise of the students themselves as they participate in some social, political, or recreational enterprise.

There are many different ways of organizing guidance programs. We find large school systems employing full time directors, counselors, and consultants all specialists in their respective



### III

#### INTRODUCTION

fields, carrying out an intensive program in individual guidance. This kind of organization cannot be set up in a small system, the cost is prohibitive, and the time element must be taken into consideration.

The homeroom program seems to be recommended as an ideal set up in smaller schools. It is also recommended in a small system where the personnel is not expertly trained in the field of guidance to begin with a modified program and as time goes on and interest in the movement strengthens, to add to this program. Better to begin in a small way and carry through to a point where you can see that objectives have been attained, than to do only a partial job with an elaborate program. The latter could result in a waste of time and a let down of interest.

Because guidance is something attempted for the first time here at Roger Wolcott School we will attempt to emphasize group guidance or group activities and through these activities try to discover the individual.



[The text in this section is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the upper half of the page.]

[A single line of faint text, likely a signature or a closing phrase, centered at the bottom of the main text block.]





## GUIDANCE GRADES SEVEN AND EIGHT ROGER WOLCOTT SCHOOL

### A Brief Statement of the Principles Which Underlie its Purpose and its Procedures

#### I. Guidance a Pupil Service

It seeks to help the pupil to know himself, to become aware of his own limitations, and to develop his interests and abilities through intelligent educational and vocational planning.

Rapid changes in the business and industrial world, the growth of school enrollment, the general youth problem, and the current expansion of educational offerings, all emphasize the need of a well-planned system of guidance for young people in a complex world.

#### II. Nature and Organization of Guidance

The group guidance course will include units in educational and vocational opportunities, human relations, and occupations.

It will be organized as follows: At its head the principal will act as director, he will have charge of such matters as attendance and discipline, educational measurements and control of all records. His staff will consist of homeroom teachers.

#### III. Homeroom Teachers

There are four homeroom teachers, one for each grade division namely, 7A, 7Z, 8A, 8Z. In all cases the homeroom teacher becomes a classroom teacher because we are departmentalized. This means that each teacher has her homeroom group for one class recitation each day. If the same program is followed in each division of each grade, supervision and observation should not prove too difficult.

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FROM THE  
FUNDAMENTALS

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#### IV. Basic Information About Pupils

An essential ingredient of an effective guidance program in a school is the existence in usable form of a reliable body of evidence concerning individual pupils. Without such evidence, guidance becomes mere guesswork. In short, the effectiveness of a counselor or a director is in direct relation to the quality and completeness of facts upon which guidance is based.

The classification which follows, represents types of information essential to good pupil guidance. In passing, it should be emphasized that information is of value, not for its own sake, but only as it is used to promote a better judgment of pupils.

##### A. A Cumulative Record

1. Home and family background
2. Physical and medical history
3. Scholastic progress
4. Test information
5. Personal and social development, anecdotal record

NOTE: We have a cumulative record that covers the above five information areas. It will be put into effect Sept. 1944 in all grades.

If it is felt the above record is inadequate for information needed, either from a viewpoint of time it has been in effect or completeness of record, the following methods of informational gathering are recommended by authorities.

##### A. Observation

1. Of study habits
2. Of behavior
3. Of interests

##### B. Home Visits

1. Parent interview

##### C. Pupil Autobiography (Sketches)

1. Family
  - a. Customs, experiences with parents, with brothers or sisters.

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the special theory of relativity. The second part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of matter. It is shown that the theory of the structure of the atom can be used to study the properties of matter, and that the properties of matter can be used to study the theory of the structure of the atom.

The third part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of matter. It is shown that the theory of the structure of the atom can be used to study the properties of matter, and that the properties of matter can be used to study the theory of the structure of the atom. The fourth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of matter. It is shown that the theory of the structure of the atom can be used to study the properties of matter, and that the properties of matter can be used to study the theory of the structure of the atom.

C. Pupil Autobiography (Sketches) continued

2. School

- a. Subjects liked or disliked, different schools attended, liked or disliked, reasons for.

3. Hobbies and Interests

- a. Interesting things you have done, collections made, persons I admire and why.

4. Future Plans

- a. What are your ambitions, your parents' ambitions for you.

V. Phases of Guidance

In a well-rounded guidance program, provision should be made for such phases as these:

1. Educational Guidance
2. Vocational Guidance
3. Social and Civic Guidance
4. Personal Guidance
5. Guidance in use of leisure

NOTE: We will stress educational and vocational guidance in grade eight, and the educational, social, civic, personal phase in grade seven.

VI. The following procedures are those which function in a seventh and eighth grade guidance program.

1. Providing the pupils with adequate information about the school and its departmental set up.
  - a. The homeroom teacher does this on promotion day when the new seventh grade comes to her. She explains departmental work, the reasons for it, etc.
2. Studying the sixth grade group before their arrival and making plans to insure proper adjustment.
  - a. By a study of the record (intelligence tests are given in grade six).
  - b. By conferences with the sixth grade teacher and the principal.
3. Acquainting pupil with traditions and codes of conduct of school.
  - a. Guidance plan has a seventh grade unit to take care of this.
4. Helping pupils develop discrimination in choosing leaders and to recognize qualities required for leadership in various activities.

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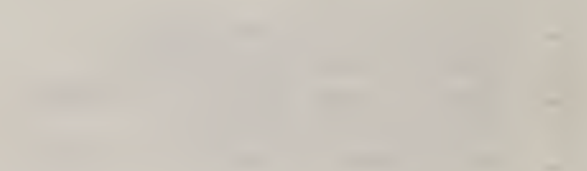
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- 4a. This is taken care of in both grades in the unit "Organization of Homeroom".
5. Use of appropriate tests to measure educational growth of pupils as a basis for adjustment.
    - a. Intelligence tests are given in grade six, achievement tests in grade seven, subject matter and aptitude in grade eight.
  6. Assisting pupils to develop interests, attitudes, and skills which have recreational value, and encouraging the wise use of leisure time.
    - a. Developed in unit "Organization of Homeroom". (Grades 7 & 8)
  7. Acquainting pupils with a variety of occupational opportunities, their nature and requirements.
  8. Helping pupils to select an occupation in light of its demands and the abilities, interests, and limitations of pupils.
    - a. This is taken care of in the "Occupational Unit" in grade eight.
  9. Helping pupils analyze their own deficiencies and limitations and seeking their cause and correction.
    - a. Follow Self-Measurements Projects in Guidance # Allen Richard D., Inor Publishing Co. New York City, for grades seven and eight.
  10. Helping pupils to develop an understanding of their citizenship privileges and responsibilities.
    - a. This can be taken care of through the social studies, also by using Case-Conference Problems # Allen, Richard D., Inor Publishing Co. New York City, for grades seven and eight.
  11. Acquainting pupils with high school curriculum.
    - a. Developed in unit "Study of High School Program of Studies. "

## VII. Specific Objectives.

1. To learn everything possible about the whole child, physically, mentally, and socially and to use such information in guidance.
2. To develop better relationship between pupils and teachers, among pupils, between pupils and the community.
3. To help pupils adjust to new school situation.
4. To help pupil recognize individuality.
5. To help pupil evaluate his own abilities and capacities.
6. To help pupil select subjects in line with his natural aptitudes, interests and capacities.
7. To develop a sense of responsibility.

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8. To develop good study habits.
9. To supply each pupil with comprehensive information relative to occupations and occupational conditions.



GROUP GUIDANCE GRADE SEVEN

Educational	Vocational	Personal and Social
<p>UNIT. A Organization of Homeroom</p> <p>A. Objectives</p> <ol style="list-style-type: none"> <li>1. To discuss ideals and purposes of homeroom organization</li> <li>2. To consider desirable personal qualities required of class officers</li> <li>3. To explain the duties of officers</li> <li>4. To organize the class</li> </ol> <p>B. Procedure</p> <p>Discussion by teacher and class</p> <ol style="list-style-type: none"> <li>1. How can homeroom be made "real home" to its members</li> <li>2. Review "Elementary Principles of Parliamentary Law"</li> <li>3. Desirable qualifications of officers</li> <li>4. Should you vote for most capable or most popular member</li> <li>5. Duties of officers</li> <li>6. Elect officers, committee chairmen, plan for clubs, hobbies, assemblies, etc.</li> </ol> <p>UNIT. B Rules and Regulations of School</p> <p>A. Objectives</p> <ol style="list-style-type: none"> <li>1. To acquaint the pupils with customs and standards of practice in the school and assist in orientation</li> <li>2. To help pupil realize responsibility for cooperation and behavior</li> </ol> <p>B. Procedure</p> <p>Discussion by teacher and class</p> <ol style="list-style-type: none"> <li>1. Necessity of having rules and regulations</li> </ol>	<p>None in grade seven</p>	<p>Self-Measurement Projects (for basic skills)</p> <p>Follow: <u>Self-Measurement Projects in Guidance</u>, Inor Pub. Co. N. Y. by Allen, Richard D.</p> <p>Case-Conferences (for human relations)</p> <p>Follow: <u>Case-Conferences</u>, Inor Pub. Co. by Allen, Richard D.</p> <p>Note: Specific units cannot be set up until teachers examine and decide those most needed</p>





EducationalVocationalPersonal and SocialUnit A.Organization of Home Room

1. Follow seventh grade procedure

Unit B. Same as grade seven Study of High School CurriculumA. Objectives

1. To bridge gap between grade eight and high school
2. To contribute to the development of increased skill in self direction
3. To guide the pupil in becoming acquainted with the new school in order that he may adjust more readily
4. To select the right electives in high school

B. procedureStudy of Printed Course of Study

1. Discussion of courses offered
2. Exploratory course (Gen. Language)
3. Visit to high school (We do this every year)
4. Parents consent to all courses selected
5. Interviews with children
6. Interviews with any or all interested parents

Unit A.How to Study an OccupationA. Objectives

1. To determine what important facts one should know about occupations
2. To prepare an outline for use in learning about occupations
3. To help the pupil look over possibilities and to survey the pros and cons of varied occupations
4. To assist the pupil in the gradual accumulation of facts and experiences which, when the time comes, will help him to decide wisely
5. To consider all the facts-involving his own qualifications

B. ProcedureWays of gathering information for all occupations

1. Importance of occupation, work done, advantages, disadvantages, personal qualifications, educational qualifications, training, effect of job on worker, trends of employment, chance for advancement.

Note: Children keep notebooks on general procedure. After a general study of the following **THREE FIELDS** each pupil is to select two occupations for an intensive **individual** study. This project may be two occupations in one field or one in two.

- (1) Transportation and communication.  
Bus driver, conductor, hostess, re airman telephone operator, teletype operator, airplane pilot, mechanic, radio operator.
- (2) Trade and commercial

Salesman, commercial artist, fashion designer, merchandise manager, advertiser, stenographer, and general office worker.  
(3) Professional Service

Physician, lawyer, teacher, dentist, nurse, dietitian, civil service.

Self-Measurement Project  
(needed for choice of electives, aptitude tests Follow:

Self-Measurement Project in Guidance  
by Allen, Richard D.

Case-Conferences  
(for human relations) Follow:

Case-Conferences  
by Allen, Richard D.

Note:

Specific units cannot be set up until teachers examine and decide those most needed





Time Allotment: ----Grade seven-----one hour per week

Time Allotment: ----Grade eight-----two hours per week

### OPTIONAL

#### PLAN OF UNIT ORGANIZATION FOR STUDYING OCCUPATIONS

- I. Central Theme  
Explanation and justification of the unit
- II. Specific Objectives  
Aims appropriate to each unit
- III. Suggested Approaches  
Methods of stimulating interest
- IV. Content  
Presentation and organization of subject matter
- V. Activities  
Suggested supplementary program of pupil activities
- VI. Correlation  
Indication of relationship with other subjects
- VII. Desired Outcomes
  1. Knowledges and understandings
  2. Attitudes and appreciations
  3. Habits and skills
- VIII. Suggested Materials  
Visual aids  
Bibliography

#### NOTE

The evaluation of this program will be considered in terms of objectives achieved plus any or all other objective achievement, the result of which, is an outcome of the program.

Specific objectives are listed on Page 4, Part VII of the program.



## Bibliography

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D. Appleton, Century Book Co., New York, 1939 ✓
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Prentice-Hall, New York, 1939 ✓
- Germaine, C. E. and Germain, E.G. Personnel Work in High School,  
Silver-Burdett, New York, 1941 ✓
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New York, 1934 ✓
- Allen, Richard D. Self-Measurement Projects in Group Guidance,  
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D. C. Heath, Boston, 1941 ✓
- Parson, F. Choosing a Vocation, Ginn and Company, Boston, 1909 ✓
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New York, 1938 ✓
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School and Society, Charles Scribner's Sons, New York, 1939 ✓
- Strang, Ruth, Every Pupils Record, Macmillian Company, New York, 1940 ✓
- Driscroll, Gertrude, Study Behavior of Pupils, McGraw-Hill company,  
New York, 1939 ✓
- Myers, G. E., Little, G.M. and Robinson, S. A. Planning Your Future,  
McGraw-Hill Company, New York, 1934 ✓

The first part of the paper discusses the importance of the study of the history of the United States. It is pointed out that the study of history is not only a means of understanding the past, but also a means of understanding the present and the future. The author argues that the study of history is essential for the development of a nation and for the progress of the world.

The second part of the paper discusses the role of the individual in the history of the United States. It is pointed out that the actions of individuals have shaped the course of history, and that the study of history is a means of understanding the role of the individual in the past and the present.

The third part of the paper discusses the importance of the study of the history of the United States for the future of the nation. It is pointed out that the study of history is a means of understanding the past, and that the study of the past is a means of understanding the future. The author argues that the study of history is essential for the development of a nation and for the progress of the world.

The fourth part of the paper discusses the importance of the study of the history of the United States for the future of the world. It is pointed out that the study of history is a means of understanding the past, and that the study of the past is a means of understanding the future. The author argues that the study of history is essential for the development of a nation and for the progress of the world.

The fifth part of the paper discusses the importance of the study of the history of the United States for the future of the world. It is pointed out that the study of history is a means of understanding the past, and that the study of the past is a means of understanding the future. The author argues that the study of history is essential for the development of a nation and for the progress of the world.

The Following is a Copy of Our Cumulative Record

Page One

Copy from the Envelope

Page Two

Front of Permanent Record Card

Page Three

Back of Permanent Record Card

Page Four  
and Five

Copy of heading taken from each of  
the eight Personality Record Sheets



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Last First Middle

IMPORTANT

When anything is temporarily taken from this envelope, a dated memo should be inserted stating what has been borrowed and by whom. If the envelope with contents is borrowed, a red "OUT" card should be properly filled in and inserted in the file in place of the envelope.

Photo

WINDSOR PUBLIC SCHOOLS

CUMULATIVE RECORD

This envelope should accompany the pupil while attending a Windsor Public School. It should be kept in the school office.

photo

When the pupil is transferred to another Windsor School, the envelope should be sent to the new school. When the pupil leaves the local school system, the envelope should be filed by the last school attended in the inactive file.

CONTENTS

Permanent

General Information Card  
Standardized Test Record  
Academic Grades

Photo

Personality Record Sheets

- |                        |                             |
|------------------------|-----------------------------|
| 1. Academic Adjustment | 5. Home Situation           |
| 2. Social Adjustment   | 6. Method of Handling       |
| 3. Individual Interest | 7. Conferences with Parents |
| 4. Group Experiences   | 8. Anecdotal Sheet          |

Supplementary

All written information concerning the child should be kept in this envelope. This will include memos, occasional reports, correspondence, etc. Any such items may be discarded, but only at the direction of the principal.



WINDSOR, CONNECTICUT

## General Information

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Girl \_\_\_\_\_  
Yr. No. Day \_\_\_\_\_ Town, State \_\_\_\_\_

Date of Birth	Place of Birth

## Baptismal

☐ Accidavit    ☐ Cannot be Proven, Reason

Yes  
No

Living

Yes  
No

( ) Relatives, State who

## Which Language Spoken?

EMERGENCY ADDRESSES:

**Alternative contacts:** (employers, relatives, or neighbors)

2. Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

3. Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Hearing Test

Left School: Date \_\_\_\_\_ Reason \_\_\_\_\_

Transferred To \_\_\_\_\_ Date \_\_\_\_\_





Name.

Address

School

## STANDING IN STUDIES

[illegible]

## TEACHER'S NAME AND ADDRESS FOR EACH GRADE

Grade 1. \_\_\_\_\_

Grade 5.

Grade 2. \_\_\_\_\_

Grade 6.

Grade 3.

Grade 7.

Grade 4. \_\_\_\_\_

Grade 8.

Special

Special

## INT. TEST

SPECIAL TEST

## ACHIEVEMENT TESTS

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(1)

(1)

(1)

Cumulative Record Sheet Of \_\_\_\_\_

ACADEMIC ADJUSTMENT

On this sheet record any items that will help your successor with this child in relation to his regular school work. For example:- is he remedial in any subject? -- if, how and why, and what have you found to be the best way to help him? -- is there any subject which he dislikes?-- if so, how can he be best motivated in regard to it? Is he unusually strong in some field?

SIGN NAME AND NOTE DATE OF ENTRY

Cumulative Record Sheet Of \_\_\_\_\_

SOCIAL ADJUSTMENT

On this sheet record any items that will help your successor with this child in relation to his social adjustment. For example:- Under what conditions does he cooperate or fail to cooperate. Is he retiring and unwilling or unable to enter into socialized activities, group games, etc.? --- if so, how can he be helped best? Is he over aggressive? Over individualistic? Well liked or not liked and why? A leader or a follower? What manner of handling does he respond well to? Poorly?

SIGN NAME AND NOTE DATE OF ENTRY

Cumulative Record Sheet Of \_\_\_\_\_

INDIVIDUAL INTERESTS

Record any items that will help your successor with this pupil in relation to his individual interests. For example:- What are his hobbies? What approach to him is most likely to engage his whole-hearted interest and response? What sort of initiative or creative ability has he shown?

SIGN YOUR NAME AND NOTE DATE OF ENTRY

Cumulative Record Sheet Of \_\_\_\_\_

GROUP EXPERIENCES DURING YEAR

List briefly the major group experiences - such as a "Trip to the Farm"; "Building of a Pueblo"; "Indian Trading Posts"; etc. In case of a particular child you may wish to note some special positive or negative response to these situations, but this sheet is mainly to let the person receiving the child know what kind of projects the child has engaged in.

SIGN YOUR NAME AND NOTE DATE OF ENTRY

Cumulative record Sheet Of \_\_\_\_\_

METHODS OF HANDLING

If there are remarks that will aid future teachers in guiding this child, and you have not already covered the matter in the preceding sheets, note on this sheet the methods that have proved especially successful or unsuccessful in the handling of this pupil.

SIGN YOUR NAME AND NOTE DATE OF ENTRY

THE FIRST PART OF THE HISTORY OF THE  
REIGN OF HENRY THE SEVENTH  
OF ENGLAND  
BY  
JOHN HALLAM  
ESQ.  
OF LINCOLN'S INN  
IN TWO VOLUMES.  
VOL. I.  
LONDON:  
PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1797.

THE SECOND PART OF THE HISTORY OF THE  
REIGN OF HENRY THE SEVENTH  
OF ENGLAND  
BY  
JOHN HALLAM  
ESQ.  
OF LINCOLN'S INN  
IN TWO VOLUMES.  
VOL. II.  
LONDON:  
PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1797.

THE THIRD PART OF THE HISTORY OF THE  
REIGN OF HENRY THE SEVENTH  
OF ENGLAND  
BY  
JOHN HALLAM  
ESQ.  
OF LINCOLN'S INN  
IN TWO VOLUMES.  
VOL. III.  
LONDON:  
PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1797.

THE FOURTH PART OF THE HISTORY OF THE  
REIGN OF HENRY THE SEVENTH  
OF ENGLAND  
BY  
JOHN HALLAM  
ESQ.  
OF LINCOLN'S INN  
IN TWO VOLUMES.  
VOL. IV.  
LONDON:  
PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1797.

THE FIFTH PART OF THE HISTORY OF THE  
REIGN OF HENRY THE SEVENTH  
OF ENGLAND  
BY  
JOHN HALLAM  
ESQ.  
OF LINCOLN'S INN  
IN TWO VOLUMES.  
VOL. V.  
LONDON:  
PRINTED BY J. JOHNSON, ST. PAULS CHURCH-YARD, 1797.



Cumulative Record Sheet Of \_\_\_\_\_

HOME SITUATION

Record here items that will enable successor to know home life of child as intimately as possible. For example:- Is home life unusually happy or unhappy --- why? Does pupil have any special "feeling" as regards, father, mother, brothers or sisters? Any relatives involved? Is home wealthy, comfortable, poor, etc.? Are parents interested in school and sympathetic, or the reverse? Are their relations amiable?

Strictly confidential data should always be sent to office for filing with "permanent record" and a note on this sheet should say - "See Attachment to permanent record card."

SIGN NAME AND NOTE DATE OF ENTRY

Cumulative Record Sheet Of \_\_\_\_\_

CONFERENCES WITH PARENTS OR GUARDIANS

Summarize here each conference with either parent at school or in the home, insofar as what either you or the parents have said may have significance to succeeding teachers. Be sure to include any statement you make as to the child's rate of progress, especially if you indicate that it is faster or slower than average. Conferences should be reported on this sheet within twenty-four hours after they occur.

SIGN NAME AND NOTE DATE OF ENTRY

Cumulative Record Sheet Of \_\_\_\_\_

ANECDOTAL RECORD

Record on this sheet for benefit of future teachers any behavior items that will help in the handling of this pupil. Positive points are desirable and are more meaningful. List only unusual negative traits. The emotional make up of a child is here recorded. Be constructively critical, if critical at all.

SIGN NAME AND NOTE DATE OF ENTRY





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Germane & Germaine, C.E. and E.G. Personnel Work in High School, Silver-Burdett Company, New York, 1941

Koos, L.V. and Kefauver, G.M. Guidance In Secondary Schools, Macmillian Company, New York, 1937

Ruch, G.M. and Segel, D.E. Minimum Essentials of the Individual Inventory in Guidance, Pamphlet, U.S. Office of Education

Trexler, A.E. Guidance in Public Secondary School, Educational Records Bureau, 1939

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## PART TWO

### THE OPERATION





The first step in putting into operation our guidance program was a series of meetings in September and the first two weeks of October.

Three meetings a week for four weeks were held with the four teachers. During these meetings Part IV of the program, "Basic Information About Pupils" was discussed and work on the Cumulative Records begun. The Cumulative Record was put into operation in all grades, one through eight, and although not all data is complete to date, I am satisfied with the progress.

The first four fields of the Cumulative Record, namely Home and Family Background, Physical and Medical History, Scholastic Progress and Test Information have been entered and filed. The fifth step, Personal and Social Development and Anecdotal Record, is a continuous process. The data covering this phase of the record can be and is entered only when development is observed by the teacher.

The Home and Family background data was gathered through a pupil questionnaire. These questionnaires were verified as much as possible by parent-teacher interviews, at Parent-Teacher meetings and by home visits. To date about 80 per cent have been so verified.

The Physical and Medical History was obtained from the nurse's files.

Scholastic progress and test information from the old permanent records.

The teachers are becoming increasingly conscious of the whole child, which is the first object listed under Part VII of Specific Objects.

All four teachers have visited the sixth grade and have explained the departmental set-up in grades seven and eight.

A group National Intelligence test was given in grade six in October, the results have been sent on to grades seven and eight.

A Stanford Achievement test was given to grade seven. The correlation between intelligence and general achievement in grade seven was found to be relatively high - .78 (point, seventy-eight).



The teachers feel that they have accomplished more this year relative to the whole child than at any time in the past.

I consider this very encouraging, and the extra work that has been involved well worth while.

### Organization of Home Room

I. All children are asked to keep notebooks for names of class officers and special committees. As most of the children have come up through the grades together, getting acquainted isn't a major problem. New pupils entering the class are introduced and made to feel at home. If a new pupil has no test records from the school which he left, he is given an intelligence test, also an achievement test.

The home room teacher leads a discussion on the purpose of home room organization.

- A. Why do we have a home room in J.H.S.?
- B. Why is it called a "home room"?
- C. What can we do to make it a real "home" to its members?
- D. Why should the home room be organized?
- E. In an election of officers should you vote for a candidate because he lives in your block, because he is a good friend of yours, or because you have been asked to vote for him?
- F. What do you think are some good reasons for the choice of a candidate for a home room office?
- G. Should you cast your vote for the most capable pupil or for the one who is the most popular?

II. Before election of officers were made, "Elementary Principles of Parliamentary Law" was discussed, including:

- A. Recognized form of conducting business meetings.
- B. President pro tempore.
- C. Minutes.
- D. Obtaining the floor.



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- E. A motion.
- F. Seconding a motion.
- G. Stating the question.
- H. Withdrawing the motion.
- I. An amendment.
- J. To table a motion.
- K. Standing committees.
- L. Special committees.
- M. Old or unfinished business.
- N. New business.
- O. The gavel.

III. The class studied and discussed together the correct procedure for conducting a meeting. All members of the class were familiar with

A. Proper order of business.

- 1. Call to order.
- 2. Reading minutes of previous meeting.
- 3. Report of treasurer.
- 4. Report of standing committees.
- 5. Report of special committees.
- 6. Old business.
- 7. New business.
- 8. Program.
- 9. Adjournment.

B. Things for Chairman to remember

- 1. Rise when carrying out business of meeting.
- 2. To speak of himself as "the chair."
- 3. To keep order.
- 4. To recognize members quickly and in order.
- 5. To state the motions so that all know for what they are voting, to call for both affirmative and negative vote and to announce results.





6. To vote only when vote is by ballot or in case of a tie.

C. Members should remember

1. Address the chair as Mr. or Madam President.

2. Obtain the floor before making a motion.

3. Not to rise while another member has the floor.

4. Any question before the house must be adopted or rejected before any other subject can be introduced.

5. Point of order.

IV. Election of officers

A. President

B. Vice President

1. Duties: The president presides at all formal meetings of the class. When programs are given for special days, he presides throughout the entire room period. At periods when guidance programs are used, the president conducts a brief business session at the beginning of the meeting in order that announcements and committee reports be made. He then turns the meeting over to the home room teacher for the guidance lesson. The vice president assumes control of meetings in the absence of the president.

2. Qualification: Each child in his own mind applies these questions to his choice of a candidate:

a. Does he have characteristics of a leader?

b. Does he command respect of his classmates?

c. Does he have poise and self-control? Is he at ease when called upon to speak?

d. Does he have a pleasing personality?

e. Does he have initiative? Can he suggest new ideas?  
Can he get things done?

f. Is he a good student and a good citizen?



- g. Is he co-operative?
- h. Does he respect authority and obey rules of the school?
- i. Does he have good judgment?
- J. Is he interested in the activities of the school?

### C. Secretary

1. Duties: The secretary records the minutes of the meeting; reads the minutes of the previous meeting; reads announcements, handles all correspondence and communications for the class. Gives report of programs to the principal if one is so required.

2. Qualifications: Each child applies these questions to the candidate considered for office:

- a. Does he have a good attendance record? Can he be depended upon to be present at meetings?
- b. Does he express himself clearly? Does he read and write well?
- c. Is he interested in this kind of work?

### D. Treasurer

1. Duties: The treasurer takes charge of all financial matters, such as collection of dues and contributions and the sale of tickets, paper, etc.

2. Qualifications: Let pupil think of possible candidates in terms of the following:

- a. Is he trustworthy?
- b. Does he accept responsibility readily?
- c. Does he have the kind of personality that will make him a good collector and a good salesman?

### E. Chaplain

1. Duties: One of the teachers desired this office, the other three, wanted the children to take charge of morning devotionals.





Those who have student chaplains, elected them after considering the following:

2. Qualifications: In considering candidates
  - a. Does he read well?
  - b. Is he always on time for school in the morning?
  - c. Is he dependable? Will he be faithful and conscientious in the discharge of his duty?

IV Appoint committees. Pupils that are given a definite responsibility in the home room, will be much more interested in the success of the entire organization. In so far as possible, such pupil should be made to feel that he is useful and necessary. Chairmen of committees are led to understand the significance of their positions. Special meetings of committee chairmen are called so that duties of each committee may be explained in detail. The principal meets with the chairmen. The home room teacher appoints the following committees:

A. Program Committee. It is the duty of this committee to arrange the home room programs for special days. Each of the four committees must put on a general assembly program during the year. The committee strives to discover the interests and abilities of each member of the class and to make use of all talents in planning programs.

B. Attendance Committee. This committee urges members of the class to avoid all unnecessary absences and tardiness. The idea of perfect attendance is kept before the group by means of an attendance chart on the blackboard. An honest attempt is made to designate the difference between necessary and unnecessary absence.

C. Scholarship Committee. The purpose of this committee is to attempt to raise the scholarship of the group. The class Honor Roll has been published in the school paper. The committee should see that absentees are given the assignments when they return to school.





D. Citizenship Committee. This committee secures reports on the class citizenship from the various home room teachers. Instances of especially good and especially poor citizenship should be reported to the home room teacher and then to the principal if need be. If the committee feels a hesitancy in reporting to the teacher all misconduct and discourteous actions of the members of the class, then the classroom teacher may send to the home room teacher a brief report of misbehavior. This is done by means of specially prepared blank forms giving name of child, the class, the period and the nature of misconduct.

E. Housekeeping Committee. This committee should encourage respect for the room. Writing and carving on desks, and cluttering the floor with bits of paper should be discouraged. This committee cares for flowers, window shades, windows, cloakrooms, pencil sharpeners, bulletin boards and blackboards.

F. Welfare Committee. The duty of this committee is to assist in worthy school and community projects and campaigns, such as the Junior Red Cross, Community Chest Drive, War Saving Stamps, flowers for the sick, etc.

#### Rules and Regulations for the School

Each teacher was given a printed sheet of rules and regulations. They in turn were asked to acquaint the pupils with customs and standard practices of the school as follows:

I. Discuss the necessity of having definite school rules and regulations and the responsibility of the pupils in obeying them. The approach to this unit was made through questions for the pupils to consider and discuss.

A. Why should rules of our school actually be studied in the home room?

B. Why is it advisable that certain traffic rules be enforced where all classes change every period?





C. Why should all pupils be thoroughly familiar with the fire drill regulations of their school?

D. Name all the situations which you think call for some specific regulations which should be understood and respected by each pupil of the school.

E. What school regulation do you think most frequently broken? Can you suggest means of remedying this situation?

F. What are some of the things you might do when you see another student break a school regulation? Which of these alternatives do you think best?

II. The following information is given to the pupils. This is kept in the notebook each child is required to keep.

A. Daily Program

1. The beginning bells
2. Tardy bell
3. Class period bell
4. Dismissal bells, etc.

B. Absence

1. Excuses
2. Entry permits

C. Tardiness

1. Excuse from office

D. Permission to leave school early

1. Request from parent
2. Principal's permission
3. Home room teacher notified
4. Classroom teacher notified

E. Traffic Regulations

F. Fire Drills

G. Lockers



1. Assignment of
2. When lockers may be used
- H. Cafeteria
  1. Workers excused early
  2. All must eat in cafeteria
  3. Entrances and exits
  4. Minimum of noise
- I. First aid room
- J. Report cards
  1. When given out
  2. Must be signed by parent
  3. When returned
- K. Telephone
  1. For business only
  2. Not used by pupils except in cases of absolute necessity
  3. Only calls of importance will be delivered to pupils
- L. Bicycle Racks
- M. Snowballing
- III. Objective tests on rules and regulations are given

### Developing Good Study Habits

The teachers discuss the following suggestions on how to study and emphasize the importance of this desired outcome "Satisfaction of Work Well Done."

- I. Twenty suggestions on How to Study
  - A. Understand assignment
  - B. Fixed time and place to study
  - C. No interference
  - D. Good physical conditions of study room
  - E. Preparation - all materials at hand





- F. Begin work promptly
  - G. The will to do
  - H. Study for understanding
  - I. Review
  - J. Concentrate
  - K. Don't ask for help until necessary
  - L. Attention to paragraph leads, etc.
  - M. Most time given to weak points
  - N. Summarize the lesson mentally
  - O. Use dictionary, reference, aids, etc.
  - P. Apportion time
  - Q. Read lesson through first
  - R. Notes and outline
  - S. Action not words
  - T. Ten hours of sleep
- II. Highlights of paragraph study
- A. Topic sentence
  - B. Ending sentence
  - C. Chapter heading
  - D. General theme
  - E. Italics
  - F. Bold type
  - G. Summary at ending of chapter

#### Study of High School Curriculum

I. The eighth grade teachers have copies of the courses of study offered in the high school. This course of study is presented to the children after the teachers have attempted to help the child discover whether or not he has the ability to pursue the course of his greatest interest.

Introduction	1
Chapter I	2
Chapter II	3
Chapter III	4
Chapter IV	5
Chapter V	6
Chapter VI	7
Chapter VII	8
Chapter VIII	9
Chapter IX	10
Chapter X	11
Chapter XI	12
Chapter XII	13
Chapter XIII	14
Chapter XIV	15
Chapter XV	16
Chapter XVI	17
Chapter XVII	18
Chapter XVIII	19
Chapter XIX	20
Chapter XX	21
Chapter XXI	22
Chapter XXII	23
Chapter XXIII	24
Chapter XXIV	25
Chapter XXV	26
Chapter XXVI	27
Chapter XXVII	28
Chapter XXVIII	29
Chapter XXIX	30
Chapter XXX	31
Chapter XXXI	32
Chapter XXXII	33
Chapter XXXIII	34
Chapter XXXIV	35
Chapter XXXV	36
Chapter XXXVI	37
Chapter XXXVII	38
Chapter XXXVIII	39
Chapter XXXIX	40
Chapter XL	41
Chapter XLI	42
Chapter XLII	43
Chapter XLIII	44
Chapter XLIV	45
Chapter XLV	46
Chapter XLVI	47
Chapter XLVII	48
Chapter XLVIII	49
Chapter XLIX	50
Chapter L	51
Chapter LI	52
Chapter LII	53
Chapter LIII	54
Chapter LIV	55
Chapter LV	56
Chapter LVI	57
Chapter LVII	58
Chapter LVIII	59
Chapter LIX	60
Chapter LX	61
Chapter LXI	62
Chapter LXII	63
Chapter LXIII	64
Chapter LXIV	65
Chapter LXV	66
Chapter LXVI	67
Chapter LXVII	68
Chapter LXVIII	69
Chapter LXIX	70
Chapter LXX	71
Chapter LXXI	72
Chapter LXXII	73
Chapter LXXIII	74
Chapter LXXIV	75
Chapter LXXV	76
Chapter LXXVI	77
Chapter LXXVII	78
Chapter LXXVIII	79
Chapter LXXIX	80
Chapter LXXX	81
Chapter LXXXI	82
Chapter LXXXII	83
Chapter LXXXIII	84
Chapter LXXXIV	85
Chapter LXXXV	86
Chapter LXXXVI	87
Chapter LXXXVII	88
Chapter LXXXVIII	89
Chapter LXXXIX	90
Chapter LXXXX	91
Chapter LXXXXI	92
Chapter LXXXXII	93
Chapter LXXXXIII	94
Chapter LXXXXIV	95
Chapter LXXXXV	96
Chapter LXXXXVI	97
Chapter LXXXXVII	98
Chapter LXXXXVIII	99
Chapter LXXXXIX	100

THE END OF THE WORLD  
AND THE BEGINNING OF THE NEW  
WORLD  
BY  
J. H. M. J. VAN DER WERF  
PUBLISHED BY  
J. H. M. J. VAN DER WERF  
AMSTERDAM  
1840

The following questions are used in considering ninth grade subjects:

A. Foreign Languages

1. Are you a good English student?
2. Do you have a fairly good understanding of grammar?
3. Do you take an interest in new words?
4. Do the marks you have made in your general language class warrant your continuing to study foreign languages?

a. An Exploratory Language Course by Beth Hughson and Ada Gastick published by D. C. Heath is offered. This course is an elective and a child may drop it at any time. We do not recommend a pupil dropping the course if he is capable of doing the work. We allow two thirty minute periods per week for this course. The exploratory course is not a homeroom but a calssroom course.

B. Mathematics

1. Do you have a clear mind?
2. Are you consistently accurate?
3. Do you have natural ability for problem solving?
4. Do you think the record you have made in grade eight places you in the upper half of your mathematics class?

C. Science

1. Do you have an analytical type of mind?
2. Do you have good powers of observation?
3. Do you have a strong reasoning faculty?
4. Do you get along well in your study of mathematics?
5. Have your science grades been above the average for your class?

D. Social Studies

1. Do you like to read?
2. Are you interested in people and places?
3. Do you have a good memory for names, dates and events?





4. Have you done creditable work in your eighth grade social study class?

E. Art

1. Do you have a talent for art?
2. Do you have imagination, originality and a sense of proportion, harmony and perspective?
3. Do you have good powers of observation?
4. Do you have patience?
5. Has your eighth grade art been given any special consideration?
6. Have you won any honors with your artistic ability?

F. Commerce

1. Are you fairly good in mathematics?
2. Is your handwriting plain and neat?
3. Do you have a capacity for speed and accuracy?
4. Can you remember details?

G. Industrial Arts

1. Do you enjoy working with your hands?
2. Do you possess mechanical ability?
3. Do you like to make things?
4. Can you take instructions and follow directions?
5. Have you made good records in your try out courses in industrial arts subjects?

II. If some student is uncertain about his ability to continue taking more advanced courses in a certain field, he is advised to consult his subject teacher for advice.

III. Children visit the high school one day the first week in May. Teachers from the different departments explain what the freshman cover in the different fields during the year. The girls visit the homemaking department where a demonstration is put on for them. The boys visit the





practical arts shop where the instructor explains power machinery which isn't used in the grades. A physical education demonstration for both boys and girls is put on in the gymnasium.

IV. After the children have visited the high school, they are given enrollment cards. They fill in the name of the course selected, the major subjects and electives they are to carry. These courses must be approved by the parents and the parents are asked to contact the principal if any doubt as to selection is evident.

### Vocational Guidance

We follow Unit A as outlined in the Course of Study for grade eight. Before beginning this unit we use the following introductory unit:

#### I. Central Theme

A. How does level of skills determine the choice of an occupation?

#### II. Suggested Approaches

A. How many people helped you to arrive at school this morning?

1. List them on the board.

B. Classify this list on board according to levels of skills

found in Brewer's "Occupations," page 161.

#### III. Content

A. Levels of skills in every occupation

1. Unskilled workers

2. Semi-skilled workers

3. Skilled workers

4. Highly skilled workers

5. Expert workers.

B. Pattern of work activities

1. Mechanical or scientific

2. Clerical

3. Competitive



The first thing I noticed when I stepped out of the car was the cold. It was a sharp contrast to the warm blanket I had been sitting under. I looked up at the sky, which was a pale, hazy blue. The air smelled clean, almost sterile. I took a deep breath, feeling the cold air fill my lungs. I was alone in the vast, open space, and it felt like I had been transported to another world. The silence was absolute, and it was both comforting and unsettling. I walked slowly, my boots crunching on the dry leaves scattered across the ground. The sun was low in the sky, casting a soft, golden glow over the landscape. I felt a sense of peace, a sense of being in the right place at the right time.

I continued to walk, my mind racing with thoughts of the journey ahead. The road stretched out before me, a straight line leading into the distance. I could see the horizon, where the land met the sky. The colors were muted, the blues and greys of the landscape blending together. I felt a sense of longing, a desire to know what lay beyond the next bend in the road. The wind picked up, carrying with it the scent of distant fires and the promise of a warm meal. I closed my eyes for a moment, savoring the feeling. When I opened them again, I was looking at a small, rustic building nestled in the trees. It looked like a cabin, a place where I could rest and recharge. I walked towards it, my heart pounding with anticipation. The door was slightly ajar, and I could see a warm light emanating from inside. I pushed the door open and stepped inside, feeling a sense of relief and welcome.

I sat down at a small table, looking at the menu. The food looked simple but delicious. I ordered a bowl of soup and a slice of bread. The server was a young woman with a friendly smile. She brought my food and set it on the table. I took a bite of the soup, and it was perfect. The flavors were rich and comforting. I felt like I had found a home. I looked up at the woman and smiled back. She nodded and went back to work. I sat there, eating and thinking. The world outside was still there, but it felt like it was a different world. A world where I was safe and secure. I finished my meal and looked at the clock. It was late in the afternoon. I stood up and walked towards the door. The door was open, and I could see the road leading out. I took a deep breath and stepped outside. The cold air was still there, but it felt like it was part of a new story. I walked back to the car, my mind filled with the memories of the day. I got in the car and drove away, leaving behind the small cabin and the world it represented. I felt a sense of freedom, a sense of being able to start over. I looked in the rearview mirror and saw the cabin in the distance. It was a small part of my life, but it was a part that I would never forget.

4. Humane

- C. Every normal worker needs some of all four patterns.
- D. Executive especially need composite abilities.
- E. Though there are types of jobs, there are not types of persons.
- F. It is mainly education and training that carries one from a low level to a high level of skill.

IV. Activities

- A. Select several jobs from list on board and classify according to levels as listed in Brewer's "Occupations," page 438-439.
- B. List skills needed by each workman in each of these jobs.
- C. Study outline on pages 438-439 in Brewer's "Occupations."

V. Desired outcomes

- A. An acquaintance with five levels of skills
- B. Understanding that position in table of skills depends upon effort and training of worker.
- C. A desire to acquire a large number of marketable skills.

VI. Materials and Text used.

Class texts "Occupations" by Brewer, "Everyday Occupations" by Davey, Smith and Myers, "Planning Your Life for School and Society" by Eastburn, Kelly and Folk.

A. Supplementary work material

- 1. Department of Labor Job Statutes
- 2. Ketson - "I Find my Vocation", Chapter II
- 3. Guidance Bulletins, Nos. 1 and 10, State Department of Education, Montpelier, Vt.
  - a. These have names and addresses and cost of Occupational Pamphlet Series. Some of these pamphlets are free.
  - b. We ordered pamphlets in the fields in which pupils have shown an interest.

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c. These are displayed on the library table in the class room.

VII. The children have completed the general study of the three fields listed in the program, and an intensive study of one occupation. At this writing they have not begun their second occupational study.

The choices for the first occupational study in the eighth grade were as follows. There were 23 boys and 21 girls in the class.

A. Professional service

Nurse	8	Girls	8	Boys	0	
Dietition	2		2		0	
Teacher	2		1		1	35%
Lawyer	3		0		3	
Doctor	1		1		0	
Dentist	<u>1</u>		<u>0</u>		<u>1</u>	
	17		12		5	

B. Trade and Commercial

Stenography	3	Girls	3	Boys	0	
Salesman	2		0		2	
Fashion Designer	3		3		0	19%
Commercial Artist	<u>1</u>		<u>0</u>		<u>1</u>	
	9		6		3	

C. Transportation and Communication

Airplane Pilot	8	Girls	0	Boys	8	
Radio Operator	7		0		7	
Telephone Operator	2		2		0	45%
Hostess	<u>1</u>		<u>1</u>		<u>0</u>	
	18		3		15	



THE HISTORY OF THE CITY OF BOSTON, FROM THE FIRST SETTLEMENT TO THE PRESENT TIME.

IN TWO VOLUMES. THE FIRST CONTAINING THE HISTORY OF THE CITY OF BOSTON, FROM THE FIRST SETTLEMENT TO THE PRESENT TIME. THE SECOND CONTAINING THE HISTORY OF THE CITY OF BOSTON, FROM THE FIRST SETTLEMENT TO THE PRESENT TIME.

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## I. Case Conferences

This unit deals with the problems of relations. Opinion and attitudes of people are important realities which often make the difference between friends and enemies, peace or war, and conflict or cooperation with other people. Young people need to know how to study and solve such problems if they are to become effective citizens.

There are two kinds of activities that deal with these problems: the opinion ballot, and the case-conference discussions. The opinion ballots utilize devices for a more accurate recording and appraisal of opinion and for measuring changes in opinion as a result of additional information or discussion. The case-conference discussions provide a method of attack upon common problems of personal and social relations by which people may practice with hypothetical situations in socializing individual attitudes and opinions.

We followed Richard Allen's text "Case Conference Problems."

All cases or situations selected for study are presented as follows:

The case is mimeographed and presented as a text. Pupils write on a separate piece of paper their first and second choices of action. A show of hands will indicate the distribution of first choices. The teacher then reminds the class "the majority is frequently wrong", and such a question cannot be settled by a vote until all arguments have been considered. Each pupil should have "the courage of his convictions." It is usually best to consider the wisest answer, but avoid such words as "right" and "wrong" or "good" and "bad."

All case conferences tend to develop a sense of responsibility and an appreciation of the rights, privileges and duties of citizens. All of these build for better human relationship.

Sample of case conference study for grade seven

### STREET CAR BEHAVIOR

The Principal of a Junior High School received a letter of





complaint from the Superintendent of the Traction company. The complaint specified that many students annoy other patrons on the cars. They talk loudly, run up and down the aisles, push and maul one another, open the windows of the rear vestibule, pull others through these windows, release the trolley pole, throw the sand out of the sand box, change signs, smoke, talk back to both passengers and motorman, and in general make themselves obnoxious to the public. The Superintendent of the Traction Company feels that the school is responsible and should do something about it. What do you think?

I. Possible Solutions: Choose one.

A. The principal should tell him to have the motormen put rioters off the cars. That is part of their job, and not the duty of the school.

B. The principal should tell him that the school is not responsible for the conduct of pupils after they have left the school property. Parents are responsible for damage done by their children.

C. The principal should find out the names of the pupils and should punish them and warn others.

D. The principal should ask the student council to investigate and warn the pupils that they are injuring the reputation of the school. Repeated offenders should be penalized by the student council or referred to the principal.

E. The principal should remind the superintendent that "boys will be boys" and that he should be as tolerant with younger children as with college students who often do similar things. If any real damage is done, those responsible should be prosecuted by the company.

II. Suggested topics for Application in this Grade.

A. Is the school responsible for students' behavior in the theaters? At dances? At school contests?





## Sample of Case Conference Study for Grade Eight

### THE RULES OF THE GAME

The rules of baseball require that each player must take his turn at bat in the proper order. A player may be substituted for another but the order cannot be changed during a game. In a championship game between Room 9 and Room 14, Room 9 was ahead 2 to 1. It was the last half of the ninth inning. Two outs, players on third and second, and much excitement and confusion. The captain and best hitter on the team of Room 14 stepped to the plate. A hit meant two runs, the game, and the championship.

Charles of Room 14 and Jerry of Room 9 were score-keepers. Jerry was excited and did not know much about baseball. Charles suddenly realized that the captain of his team was batting out of turn and he knew that it was not a mistake. Should he expose the trick or pretend not to notice it?

#### I. Possible Solutions: Chase one.

- A. Charles should notify the umpire that a mistake was being made.
- B. Remind the captain that it was not his turn.
- C. Ignore the matter and pretend not to have noticed the change.
- D. Wait and see what happened. He might strike out or be put out anyway.

E. If he should win the game there would be little chance in the excitement that the change would be observed. It is just one of the tricks of the game and a good joke if he can get away with it. He should keep quiet.

#### F. Some other solution.

The first part of the history of the United States is the history of the colonies. The colonies were founded by Englishmen who sought freedom of religion and self-government. They were at first dependent on England for protection and supplies, but they gradually became more independent. The colonies were united by a common language, a common religion, and a common interest in freedom. They were also united by a common enemy, the British government. The colonies fought the American Revolution to win their independence from Britain. The Revolution was a great success, and it established the United States as a free and independent nation.

The second part of the history of the United States is the history of the early years of the nation. The United States was founded in 1776, and it was a young and inexperienced nation. It had to learn how to govern itself, and it had to learn how to defend itself. The United States fought the War of 1812 to prove to the world that it was a powerful nation. The War of 1812 was a great success, and it established the United States as a major power in the world.

The third part of the history of the United States is the history of the middle years of the nation. The United States was a young and growing nation, and it was expanding its territory. The United States fought the Mexican War to acquire new territory, and it won. The Mexican War was a great success, and it established the United States as a major power in the world. The United States was also a young and growing nation, and it was expanding its economy. The United States was a young and growing nation, and it was expanding its territory. The United States fought the Mexican War to acquire new territory, and it won. The Mexican War was a great success, and it established the United States as a major power in the world.

The fourth part of the history of the United States is the history of the late years of the nation. The United States was a young and growing nation, and it was expanding its territory. The United States fought the Mexican War to acquire new territory, and it won. The Mexican War was a great success, and it established the United States as a major power in the world. The United States was also a young and growing nation, and it was expanding its economy. The United States was a young and growing nation, and it was expanding its territory. The United States fought the Mexican War to acquire new territory, and it won. The Mexican War was a great success, and it established the United States as a major power in the world.



## I. Self Measurements

As the name implies, self measurement projects are primarily to inform each pupil about himself. The results of these tests are not used for administrative purposes or as permanent records or as substitutes for teachers' marks. They are not used even in individual counseling except by the voluntary act of the pupil himself. These projects are for the purpose of helping pupils to appraise their own abilities, achievements, interests, and adjustments objectively and realistically rather than by "wishful thinking" or by the opinions of other people. This is usually a mentally hygienic process. It gets away from vague and broad generalities and seems to say to each pupil, "This means you."

In each self measurement project, the teacher (1) states the problem and tries to arouse the interest of the pupils in the measurement of the factors involved; (2) explains the nature and purpose of the test; (3) administers the test to the group; (4) reads the correct answers from the key while pupils score their own papers; and (5) instructs the pupils in obtaining their part-scores and total scores.

When this has been done, the teacher asks each pupil to write his score, but not his name, on a ballot which he folds and passes to a teller. The teacher has meanwhile written convenient score-intervals on the blackboard and proceeds to record the tallies as the teller calls off the scores. The entire process is anonymous. Each pupil sees his own score in its relation to the scores of his classmates without embarrassment. Then, from the table of standard norms, the teacher indicates the grade equivalents, percentile ranks, letter rating, etc. If part-scores are involved, each part may be treated separately and a profile may be constructed by each pupil showing his own strengths and weaknesses. An actual item analysis may be made, if desired, by a show of hands on each question





in order that common difficulties may receive more attention in the class discussions.

The next step in the process is a discussion of the implications, limitations, and possible uses of the test results. In this discussion typical scores are selected, possibly a high, an average, and a low score. The educational and occupational significance of abilities and disabilities is stressed; various suggestions for improvement in skills and knowledge are discussed; questions of many kinds are asked and answered; and finally, any individuals who would like to discuss the results with the teacher are invited to request an interview.

## II. Central Theme

A. To provide an adequate testing program so that pupils:

1. May understand the nature and extent of their limitations, interests, and abilities.
2. May analyze their basic capacities, looking ahead toward future achievement.
3. May compare score in any test with other pupils of his grade who have had similar training.

## III. Objectives

- A. To stimulate a desire for each pupil to measure his abilities, interests and achievements.
- B. To have pupil study his achievement in different subjects.

## IV. Suggested Approaches

A. Sample questions

1. What workers use measuring sticks? Why?
2. Can you measure your abilities and interests?
3. How can you use this information?
4. Shall we take a look at ourselves?
5. How can self-discovery assist you with later plans?

the first of these is the fact that the system is not self-sufficient

and that it is dependent on the outside world for its raw materials and for its markets. This is a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations. The second disadvantage is that the system is not very flexible and that it is not able to adapt to changing circumstances. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations.

The third disadvantage is that the system is not very efficient and that it is not able to produce the maximum output from the minimum input. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations. The fourth disadvantage is that the system is not very stable and that it is not able to withstand shocks and disturbances. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations.

The fifth disadvantage is that the system is not very democratic and that it is not able to take into account the interests of the people. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations. The sixth disadvantage is that the system is not very transparent and that it is not able to provide the necessary information to the people. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations.

The seventh disadvantage is that the system is not very sustainable and that it is not able to meet the needs of future generations. This is also a serious disadvantage, especially in the case of a small country like the Netherlands, which is surrounded by larger and more powerful nations.



## V. Content

### A. Administration of tests

1. Metropolitan
2. Any others approved by principal

### B. Correction and tallying of tests

### C. Classification of errors, individual and Group.

NOTE --- The Principal administers the Metropolitan tests, and also correlates and tallies the results with the class.

The children are asked to discuss the results with the principal and also the class room teacher.

The four fields tested were English, Math, Social Science and General Science.

We have approved and are using "The Strathmore Plan." This testing plan must be used by the class room teacher and covers only two fields, English and Arithmetic.

There are two types of retarded pupils in most class rooms. The first type is the "immediate" and the second the "accumulated." The "immediate" type arises when the pupil fails to attain mastery of a skill at the time of first learning exposure. If this type is diagnosed at once, a simple remedy will usually effect a cure, but if it is not remedied, serious complications will result as the child meets new and related skills. After one or more years, this "immediate" type develops into an "Accumulation " of complications, and a major operation is necessary to remedy the situation.

In order to prevent immediate retardation, the Strathmore Plan recommends the following procedure. The inventory will direct the use of practice exercises, reviews, self-test, and mastery tests. Only those pupils who reveal a need for a remedial teaching on the inventory test



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should use the practice exercises, but the self-test and mastery test should be given to all pupils.

In the use of the Strathmore Plan the aim is (1) to locate the weakness of the pupil after the first learning exposure (2) to apply the remedy (3) to prepare him for the next step forward and (4) to prevent an accumulation of difficulties which ultimately lead to discouragement and retardation.

In order to remedy accumulated retardation, the Strathmore Plan is used as a major operation. In most grades there are children who have failed to master some of the skills which were presented in preceeding grades. These skills which have not been mastered are constantly coming into play since each year's course of instruction presupposes the mastery of certain skills in preceding grades. Such children must undergo a "major operation" and be given mastery over these foundation skills.

I. Two procedures are possible:

A. A standard achievement test may be given to locate the child's general areas of weakness. After these general areas have been located, the teacher should select and administer the specific Strathmore inventory tests which are related to the same general areas of weakness. The results gathered from the inventory tests will direct the use of the keyed practice pages, reviews, self-tests and mastery tests as previously suggested.

B. If the achievement test is not given to locate the general area of weakness, it will be necessary to start with the inventory test which is lowest in difficulty in a given area of subject matter, and work upward as the pupil shows mastery of the learning steps.

The costs of these tests and teachers' manuals are very reasonable.

As we have given achievement tests in grades seven, we use procedure (A) in that grade in the fields of arithmetic and English.

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PART THREE

THE EVALUATION





The evaluation of a guidance program in terms of specific objective achieved is very difficult.

We can evaluate or measure knowledges and skills objectively, and by so doing feel that the results of such tests are reasonably valid.

Evaluating generalized controls of conduct is important but measurement for such evaluation cannot be made objectively. Attitudes and fixed associations must be measured almost entirely by observational test, that is by observation by the teacher of the every day activities of the children.

Most authorities on appraising and evaluating programs in which generalized controls of conduct are to be measured, recommend observation by teachers.

If a teacher evaluates her own work, through an examination of her activities and method, it is reasonable to assume her observations will be valid. It is also reasonable to assume, that a teacher conscientious enough to evaluate her own work will achieve any objectives set forth in the program. To aid teachers in this self-evaluation a check list is presented in the following units:

In the ( ) at the end of each item of the check list, rate yourself as a homeroom teacher by recording the numerical score for whichever of the four items best describe your practice on respective items.

Considerable Degree (5)

Fair Degree (3)

Very little (1)

None (0)

#### I. Home Room Organization

1. Class discussion of ideals and purposes of homeroom organization. ( )

2. Consideration of desirable personal qualities required by class officers. ( )

3. Explanation of duties of officers. ( )

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4. Organization of class. ( )
  5. Discussion of parliamentary procedure. ( )
  6. Plans for committee chairmen, clubs, assemblies, etc. ( )
  7. Can pupils carry on an effective meeting in your absence? ( )
  8. Is Home Room a real home to its members? ( )
  9. Do members assume responsibility willingly? ( )
  10. Do you give individual instruction to officer and chairmen in order to improve performance? ( )
- Total Scores (40-50) good, (25-39) fair, (20-24) poor,  
( 0-19) very poor.

Each teacher must justify her score to the principal. If any score falls below 25 we assume that specific objectives cannot be achieved. Increased emphasis should be placed on all items which have received a numerical rating of (1) or (0).

The objectives worked for in this unit are listed as 2 and 7 on page 4, part VII of the program namely, To develop better relationship between pupils and teachers, among pupils, between pupils and community.

To develop a sense of responsibility.

#### I. Rules and Regulations of the School

1. Discussion of necessity of having rules and regulations. ( )
2. Realization of responsibility for cooperation and behavior. ( )
3. Reasons for studying rules in home room. ( )
4. Explanation of school program. ( )
5. Discussion of absence and tardiness. ( )
6. Discussion of traffic regulations and fire drills and patrol duties. ( )
7. Use of library. ( )
8. Information about report cards, cafeteria, use of telephone, first aid room. ( )



1. The first part of the document

2. The second part of the document

3. The third part of the document

4. The fourth part of the document

5. The fifth part of the document

6. The sixth part of the document

7. The seventh part of the document

8. The eighth part of the document

9. The ninth part of the document

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11. The eleventh part of the document

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25. The twenty-fifth part of the document

26. The twenty-sixth part of the document

27. The twenty-seventh part of the document

28. The twenty-eighth part of the document

29. The twenty-ninth part of the document

30. The thirtieth part of the document

9. Playground regulations. ( )

10. Do all children keep a list of rules and regulations in their notebooks? ( )

Score as in Home Room Organization

Specific objectives 3 and 7, page 4, part VII of program, namely,

To help pupil adjust to new school situation.

To develop a sense of responsibility.

### III. Developing Good Study Habits.

1. To what degree do I encourage original and creative thinking? ( )

2. Do I encourage pupils to apply themselves rather than put in their time? ( )

3. Do pupils know the physical conditions necessary for effectual study? ( )

4. To what degree do I stress use of library, reference books, magazines, etc.? ( )

5. To what degree do I stress use of notes and outline? ( )

6. Have we discussed evils of procrastination? ( )

7. Are home assignments promptly done? ( )

8. Do I understand the physical conditions that affect home study? ( )

9. Do pupils know what to look for in paragraph study? ( )

10. Do I cooperate with the classroom teachers following up in this unit? ( )

Score as in Home Room Organization

Specific objectives 8, page 4, part VII of program, namely,

To develop good study habits.

### IV. Study of High School Curriculum

1. In study of High School Curriculum, to what degree do pupils show interest by asking for information on different courses? ( )

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2. To what degree have I developed skill on part of pupil relative to self direction? ( )

3. Degree of interest shown in visiting the high school. ( )

4. To what degree do children ask for help in selecting electives? ( )

5. Have I caused pupils to plan their high school program along lines of their greatest interests? ( )

6. Have I helped pupils to analyze themselves in terms of their interests? ( )

7. Have I shown pupils the importance of considering their capabilities and aptitudes as well as their interests in planning a high school program? ( )

8. Have I helped pupils to analyze themselves in terms of their aptitudes and abilities? ( )

9. To what degree has the General Languages course functioned in this analysis? ( )

10. To what degree have I influenced parent-teacher interviews relative to courses selected? ( )

Score as in Home Room Organization.

Specific objectives 3 and 6, page 4, part VII of the program namely,

To help pupils adjust to new school situation.

To help pupils select subjects in line with their natural aptitudes, interests and capacities.

#### V. Case-Conferences

1. Did the case involve persons and personal or social relations?  
( )

2. Did the case challenge the intelligence of the group? ( )

3. To what degree did the case represent a typical situation? ( )

4. To what degree did I see that all parts of view had a hearing, especially wrong attitudes? ( )

5. To what degree did I keep control, at the same time remain



The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The fourth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The sixth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The seventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The eighth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The ninth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The tenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

impartial, open-minded and tolerant? ( )

6. To what degree was the discussion a success? ( )

7. Did I summarize sufficiently and at the proper time? ( )

8. Was the topic of interest to the majority of the students? ( )

9. Were the issues properly presented at the opening of the discussion? ( )

10. Have I helped the students understand and appreciate the rights, privileges and duties of citizens? ( )

Score as in Home Room Organization.

Specific objectives 2 and 7, namely,

To develop better relationships between pupils and teachers, among pupils, between pupils and the community.

To develop a sense of responsibility.

#### VI. Study of Occupations.

1. To what degree have I impressed the students that choice of a vocation is one of the most important questions they will ever have to consider? ( )

2. To what degree have I impressed the students of the wisdom of deliberately choosing and preparing for a career early in life? ( )

3. Have I introduced the pupil into that series of occupational experiences which will give him a greater knowledge of his interests and capacities? ( )

4. Have I stressed the importance of self-analysis with relation to choice of occupations? ( )

5. To what degree have I presented methods of obtaining occupational information and of using this information before making a choice? ( )

6. Have I provided the students with adequate material on occupations? ( )





7. Do the students understand the importance of personal and educational qualifications? ( )

8. Have pupils done a conscientious job in preparing their outlines for use in learning about occupations? ( )

9. Have I taught all important facts one should know about occupations? ( )

10. What degree of interest is shown in the occupation selected for study? ( )

Score as in Home Room Organization

Specific objectives 4, 5 and 9, namely,

To help pupil recognize individuality.

To help pupil evaluate his own abilities and capacities.

To supply each pupil with comprehensive information relative to occupations and occupational conditions.

### Conclusions

We have tried to organize a guidance program with some educational, vocational and civic-social guidance in it. There has been an overlapping among these various types. Authorities state such an overlapping is inevitable and no attempt should be made to break it down.

In the final analysis the type name is relatively unimportant, for the focus of all guidance efforts is the individual student and his welfare. The primary concern should be that the student receive at the proper times whatever assistance he needs to solve his problems. The emphasis should be upon understanding and treating all the factors with which the student is confronted in his problems of adjustment and planning. The teacher must, of course, clarify her own thinking regarding the various types. It is with this clarification in mind that she uses the check lists that have been presented. This is to help the teacher check upon herself, and in so doing find out if enough emphasis has been placed on all factors.



The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1881. The names are given in alphabetical order of their surnames. The names of the persons who have been elected to the office of Justice of the Peace for the year 1881 are as follows: [The following text is extremely faint and largely illegible due to the quality of the scan. It appears to be a list of names, possibly followed by their respective districts or terms of office, but the specific details cannot be discerned.]

If the teacher has placed sufficient emphasis on all factors, and from observation can see that the pupils are making proper adjustments, and if the classroom teachers report a carry-over value from the home room program, we feel objectives have been achieved. This is especially true of the units in Home Room Organization, Rules and Regulations, Developing Study Habits and The Study of the High School Curriculum.

In the Unit, Study of Occupations, all children showed extreme interest. Thirty-five per cent selected professional service for an individual study. About thirty per cent of the class is qualified to take the college preparatory course in high school and about that number have been approved. The fact that most professional service requires college training and the number that have selected professional service for a study are college material may be significant.

The sixty-five per cent that selected the fields, transportation and communications, and trade and commercial are definitely not college material and this also may be significant.

In the Unit Case-Conferences we feel a step has been made in developing better relationship between pupils and teachers, among pupils, and between pupils and the community.

The teachers find that they must spend much time in study and preparation of all cases used. They have found it isn't always easy to modify those views which seem to be out of line with the best thinking on points involved, by the force of group thinking. They all agree that the more they work with case-conferences the better they like them.

We can only evaluate the Self-Measurement Unit in terms of reactions by pupils.

Many, not all, of the students show an interest and ask for advice when they learn their general areas of weakness. Many have come to recognize individuality and can see the purpose of evaluating their own





capacities and abilities.

We have found a carry over value from this unit to the selection of courses and electives in high school.

As I have said before, not all of the students ask for advice or show any improvement or interest after self-testing. Until all pupils show some improvement or ask for advice, we cannot consider the objectives wholly achieved. This year we have not given any aptitude tests; another year we plan to. We are making a survey of aptitude tests suitable for grades seven and eight, and hope these may accelerate interest to one-hundred per cent.

At this time, if you should ask my teachers what they consider their major objective, relative to our guidance program, they would answer:

To learn everything possible about the whole child, physically, mentally, socially and ethically and to use such information in guidance.

If this major objective has been achieved by the teachers, and I believe that it has to a considerable degree, I am willing to consider their observations along with positive reactions on the part of pupils, valid evidence that objectives have been achieved.





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